

Inspection of a good school: Churchstanton Primary School

Churchstanton, Taunton, Somerset TA3 7RL

Inspection date:

13 December 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Churchstanton Primary is a nurturing and welcoming school. Pupils are well cared for. Leaders have high expectations for pupils. As a result, in lessons, pupils are positive about their learning. In early years, they quickly understand the routines and expectations for learning.

Pupils are kind and tolerant towards one another. They say bullying rarely happens, but when it does, it is always dealt with by staff. During breaktime, pupils play well together. Some games and activities are no longer permitted, which reduces the activities pupils do.

Pupils are proud of their school. Pupils say there are very few extracurricular clubs. However, they appreciate the trips and visits that leaders plan. These are carefully planned with the curriculum, such as a visit to an Anglo-Saxon settlement as part of a history study. During health week, doctors and nurses visited to run a teddy bear hospital. Pupils explore their physical and mental health through the curriculum. They know how to talk about how they are feeling.

Through leadership positions, pupils learn to be role models for younger children. For example, pupils become house captains, play leaders or members of the eco group. Year 6 pupils play with younger children and encourage them to be active.

What does the school do well and what does it need to do better?

Leaders have planned a broad curriculum. Each term a curriculum theme links the learning, for example healthy futures. A well-resourced on-site forest school continues the planned wider curriculum, such as science or geography.

New subject leaders have started to plan the progression of the wider curriculum. However, across many subjects, leaders have not identified the important knowledge pupils will learn over time. As a result, pupils recall the activities but do not build up knowledge over time. Pupils in Year 1 and Year 2 do not always learn a sufficiently well-planned curriculum. This means the curriculum sometimes lacks ambition for older pupils. Nevertheless, in mathematics, there is a well-sequenced curriculum. For example, pupils show fluency with number bonds.

Leaders have clear expectations in the classroom. Pupils focus on their work. They enjoy the 'superhero' rewards that recognise their achievements.

For pupils who are in the early stages of learning to read, leaders have recently introduced a new programme to teach reading. All staff know the programme well. They provide intervention and support to pupils to help them keep up. Children in Reception learn letter sounds as soon as they start school. However, some Year 2 pupils do not move to new learning as soon as they could. Pupils read books matched to the sounds they are learning. Leaders prioritise reading through the curriculum. Pupils read to practise their fluency. They enjoy visits to the library and teachers read regularly to their classes.

Pupils with special educational needs and/or disabilities are well supported. Leaders identify pupils who have an additional need early. They put in place the adaptation and support pupils need. This ensures that all pupils learn the same curriculum in the most appropriate way.

Leaders plan a well-structured personal development curriculum. Planned trips, visits and events enhance the learning in the curriculum. They provide a broad range of varied experiences, for example visits to the theatre and residential visits. The personal, social and health education programme is well planned. Pupils learn about relationships and looking after their mental health at an appropriate time. Pupils discuss and debate issues. They say they feel well informed through a range of topic discussions. Pupils learn to keep safe. For example, they complete cycle awareness courses. Outdoor learning is an important part of the curriculum. For example, pupils create clay sculpture using natural materials and build Anglo-Saxon willow fencing. Pupils use the school garden to grow and sell produce.

A new headteacher came in to post at the start of the autumn term. Work to develop the curriculum has recently started. Subject leaders are newly appointed and leaders model curriculum planning a subject at a time to ensure that depth and progression are well planned. Leaders and governors are outward-looking. Governors understand their statutory role and provide challenge and support for leaders. Leaders, including governors, collaborate with other schools. This provides resources and support. A representative of the local authority supports leaders in their work. Staff say leaders recognise their workload and make changes to improve practice. Leaders ensure that staff receive the professional development they need. Parents are very positive about the school. Parents say staff are caring and their children are happy and feel safe at school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure there is a well-understood culture of safeguarding in the school. Staff have regular training and updates. Reporting processes are clear and leaders respond promptly to raised concerns.

Leaders ensure that more trained staff lead safeguarding matters when they arise. This means there is more capacity in place to deal with reported concerns. Leaders undertake appropriate safeguarding checks on adults who volunteer or work in the school.

Pupils learn how to keep themselves safe online and personally. They are clear about how to protect themselves from the risks of social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Across some subjects in the wider curriculum, leaders have not identified the important knowledge they want pupils to know. Subjects are not well-sequenced. As a result, over time, pupils do not build their knowledge as well as they could. Leaders need to ensure that there is a clear progression through the curriculum from early years to Year 6.
- The key stage 1 curriculum is not sufficiently planned for progression in some subjects. For example, pupils in Year 1 and Year 2 learn the same phonics. As a result, some pupils do not progress through the curriculum as rapidly as they could. Leaders need to ensure that there is an appropriate and sequenced curriculum across key stage 1.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123701
Local authority	Somerset
Inspection number	10240909
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair of governing body	Jonathon Wood
Headteacher	Matt Watson
Website	www.churchstanton.somerset.sch.uk
Date of previous inspection	18 May 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up their post in September 2022.
- Classes are mixed-age groups.
- There is a breakfast club and after-school club for pupils who attend the school.
- The school uses no alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, school leaders, governors and the special educational needs and/or disabilities coordinator. The lead inspector held a telephone discussion with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders,

visited a sample of lessons where they were timetabled, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' works.

- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- To understand the culture of safeguarding, the lead inspector met with the designated safeguarding leader. Inspectors talked to pupils, staff and governors about how the school keeps everyone safe.
- The lead inspector met with a group of pupils to talk about their wider development.
- The inspectors visited the after-school provision.
- Inspectors considered responses to the online survey, Ofsted Parent View, and the view of staff and pupils in Ofsted's online surveys.

Inspection team

Rachel Hesketh, lead inspector

His Majesty's Inspector

Steve Wigley

Ofsted Inspector

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